

B8595HC  
2.E33-2  
Copy 1



# **Effectiveness of Selected Required Agency**

## **Management Training Courses**

**South Carolina Department of Health**

**and Environmental Control**

**Office of Quality Management**

**Mark E. Morris, MA, CMT**

**Program Coordinator II**

**CPM Class of 2007**

**S. C. STATE LIBRARY**

**JUL 30 2007**

**STATE DOCUMENTS**

## **Contents**

<b>I.</b>	<b>Background.....</b>	<b>3</b>
<b>II.</b>	<b>Problem Statement.....</b>	<b>4</b>
<b>III.</b>	<b>Data Collection.....</b>	<b>5</b>
<b>IV.</b>	<b>Data Analysis .....</b>	<b>7</b>
<b>V.</b>	<b>Implementation Plan .....</b>	<b>13</b>
<b>VI.</b>	<b>Recommendations .....</b>	<b>14</b>
<b>VII.</b>	<b>References .....</b>	<b>15</b>
<b>VIII.</b>	<b>Appendices .....</b>	<b>16</b>

# I. Background

The South Carolina Department of Health and Environmental Control (DHEC) is the primary agency whose mission is to promote and protect the health of the public and the environment throughout the state. To assist in the accomplishment of this colossal task, the agency has developed several strategic plans to guide it to accomplish its mission. The 2005-2010 Strategic Plan specifies five broad goals to assist executives, supervisors and employees with the direction necessary to accomplish this vital mission. Whereas Goals 1 through 4 are specific to major agency units, Goal 5 involves every executive, supervisor and employee alike. Goal 5 is as follows: **Improve organizational capacity and quality** (SC DHEC, Strategic Plan 2005-2010). One of Goal 5's sub-goals is "*Provide continuous development of a competent and diverse workforce.*" The Office of Quality Management (OQM) is the primary unit whose mission is to develop and provide competency-based continuing education and training. To assist OQM in accomplishing its mission, the agency implemented two administrative policies that address required training (A.1000 – Required Training for All DHEC Employees, 7/2004) and (A.1001 – Required Training for DHEC Managers/Supervisors, 7/2004).

## II. Problem Statement

The Strategic Plan Goal 5-A directs appropriate agency units to “[p]rovide continuous development of a competent and diverse workforce”(SC DHEC, Strategic Plan 2005-2010, p. 18). The Agency Administrative Policy Manual (APM) identifies standards to be followed by agency units as they go about meeting the strategic goals and sub-goals of the agency. A.1001 identifies the standard necessary of all DHEC Managers/Supervisors. It states the following: “Employees hired or promoted into management and/or supervisory positions are required to complete Fourth Generation Management, Introduction to Supervision, and Personnel Practices within six months of assuming management/supervisory responsibilities.” Two of the courses, “Introduction to Supervision” and “Personnel Practices” are each four days in length. Each course requires the participant to demonstrate some level of proficiency beyond awareness by successfully completing a project or test.

The purpose of this project is to develop and field test a mechanism to evaluate the effectiveness of agency training beginning with required training for Managers/Supervisors.

### **Problem Statement:**

**The agency currently has no method in place to evaluate the effectiveness of required agency training for Managers/Supervisors.**

### **III. Data Collection**

Jack J. Phillips in his book, "Handbook of Training Evaluation and Measurement Methods" mentions that organizations conduct an evaluation of training to determine if stated training objectives are getting the outcome results desired (Phillips, pp. 36,37).

Authors P. Nick Blanchard and James W. Thacker mention in their book, "Effective training – Systems, Strategies, and Practices" four possible outcomes when looking at the evaluation of training. They are: Reaction, Learning, Job Behavior, and Organizational Results. The Reaction Outcome is normally the participant filling out an end of course evaluation. This is also known as the "smiley face review." Learning addresses participant knowledge, skills and abilities associated with course objectives after they have had some time to practice what they have learned. Job Behavior addresses participant accomplishments and/or deficiencies around specific activities. Organizational Results address the unit as a whole to see if the established training objectives are appropriate (Blanchard, pp. 228,229). This study will look at the Learning Outcome of the participant with a slight possibility of some minimal Job Behavior outcome as well.

The method to determine how much knowledge gained by a participant will be the Follow-up Questionnaire. It is the most convenient and subsequently most widely used method of data collection. The data gathered will be based on the perceptions of the participant, their supervisor and one of their employees. Since the data is based on perceptions, the findings will be considered indicator measures instead of actual hard data (Hodges, p. 130). The questionnaire is based on course objectives (Appendix C). The amount of knowledge gained is divided into five

possible choices. They are from highest to lowest: Significant Knowledge Gained, Moderate Knowledge Gained, Some Knowledge Gained, Little Knowledge Gained and finally No Knowledge Gained (Hodges, p. 259).

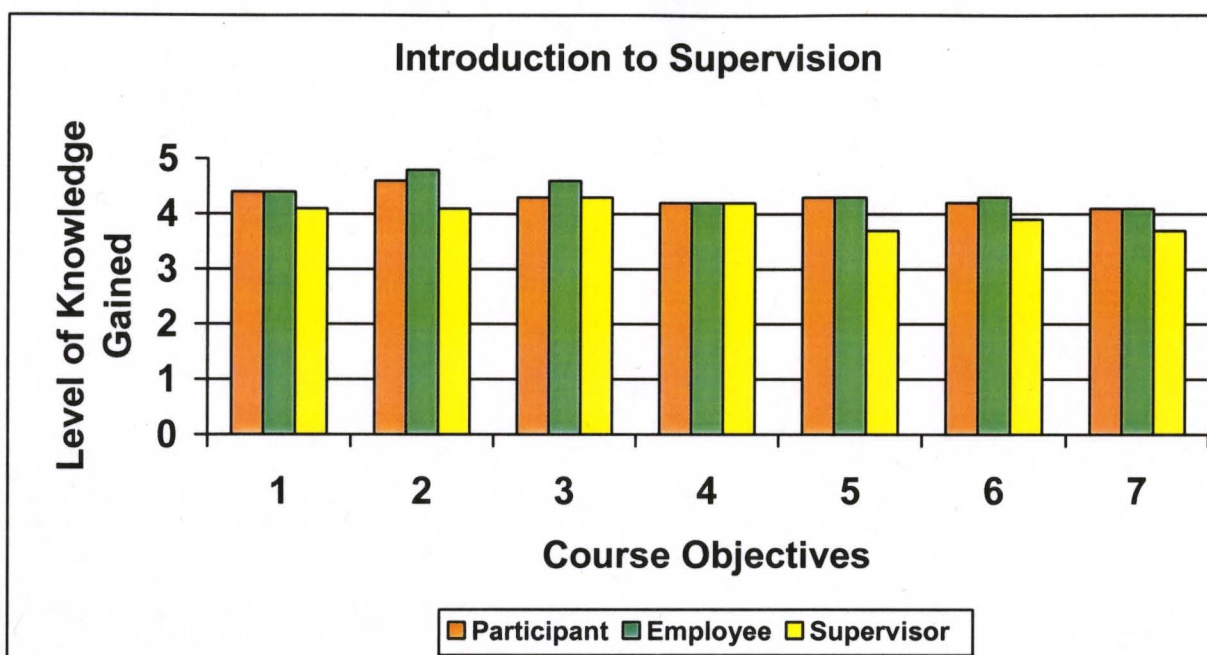
The Office of Quality Management (OQM) offers supervisors, managers and employees sixteen courses both required and elective that cover a variety of topics. Agency personnel who register and successfully complete training receive full credit and a certificate of completion. This registration process is part of the Agency Training Management System (TraMS) database. TraMS database keeps training data on all personnel who have attended training. It allows OQM to track and provide management key information on the status of various agency training through its report function. For this project, TraMS was instructed to generate a report of staff that completed selected required agency training. The report fields of interest included: employee name, region (location -- Columbia, other areas of the state), class name, class date, contact hours and major unit. The selected courses were Introduction to Supervision and Personnel Practices. Both of these two courses are unique in that each requires knowledge proficiency via project or written test. Donald L. Kirkpatrick in his book, "Evaluating Training Programs – The Four Levels" states, "for some programs, two or three months after training is a good rule of thumb. For others, six months is more realistic. Be sure to give trainees time to get back to the job, consider the new suggested behavior, and try it out"(Kirkpatrick, p. 54). To maximize participant retention of the knowledge gained, fiscal year 2006 (July 1, 2005 – June 30, 2006) class attendance information was selected. The level of knowledge gained by participants ranged from none gained to significant.

## IV. Data Analysis

Participants attending Introduction to Supervision, Personnel Practices or both courses during fiscal year 2006 were each sent via electronic mail three questionnaires. The first questionnaire was for them to rate their own level of knowledge gained from the course based on the following scale: **5—Significant Knowledge Gained, 4 – Moderate Knowledge Gained, 3 – Some Knowledge Gained, 2 – Little Knowledge Gained, 1 – No Knowledge Gained.** The second questionnaire was to be completed by the participant's employee (if they had one). The third and final questionnaire was to be completed by the participant's supervisor. The employee and supervisor were to rate the participant on the amount of knowledge gained from the training using the same scale as above, but with the additional **0 – Have not observed.** The questionnaire statements all centered on the established course objectives (Appendix C). All questionnaires were to be returned to me. (Appendix B).

The table below details how many questionnaires were distributed, how many were returned and who returned them.

Identified Courses	Sent to Participants	Returned by Participants	Returned by Employees	Returned by Supervisors
Introduction to Supervision	134	19 (14%)	11 (8%)	9 (7%)
Personnel Practices	84	12 (14%)	5 (6%)	7 (8%)
Both Courses	38	9 (24%)	3 (8%)	4 (11%)



**Objective 1:** Determine an understanding of the role of supervision in today's environment.

**Objective 2:** Develop an understanding of the role of clear communication in accomplishing desired results.

**Objective 3:** Recognize the characteristics of leadership that create effective work environments.

**Objective 4:** Effectively establish and implement work goals.

**Objective 5:** Develop an understanding of how to establish a motivating environment.

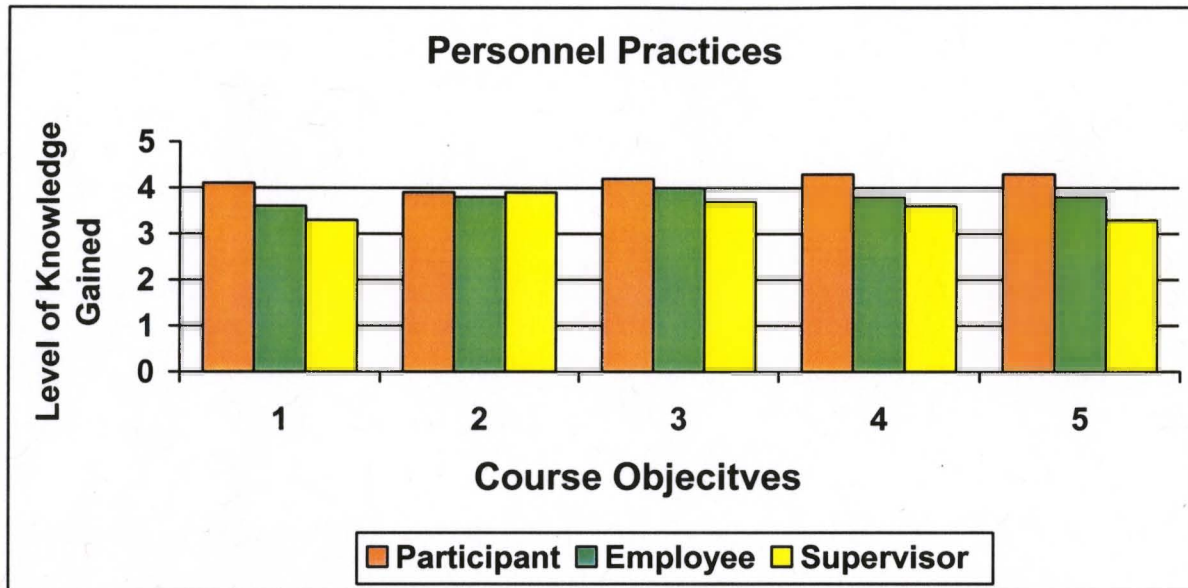
**Objective 6:** Apply differing leadership styles in various situations.

**Objective 7:** Practice effective delegation.

#### **Introduction to Supervision Course Findings:**

- Supervisors rated participant's knowledge gained lower than the participant's own rating in six of the seven objectives, with only Objective 3: "Recognize the characteristics of leadership that create effective work environments", being equal.
- Employees rated participant's level of knowledge gained higher than the participants own rating for following three objectives: Objective 2: "Develop an understanding of the role of clear communication in accomplishing desired results", Objective 3: "Recognize the characteristics of leadership that create effective work environments", and Objective 6: "Apply differing leadership styles in various situations."
- Objective 2: "Develop an understanding of the role of clear communication in accomplishing desired results" had the greatest differential in knowledge gained between Participant and Supervisor.
- Objective 7: "Practice effective delegation" was the lowest rated by all three respondents.
- **Overall Rating:** Participants, Employees and Supervisors all rated knowledge gained to be Moderate (4.2 out of 5)





**Objective 8:** Ability to conduct an effective and defensible interview and select the best person for the job.

**Objective 9:** Ability to establish and use job standards as problem prevention tools.

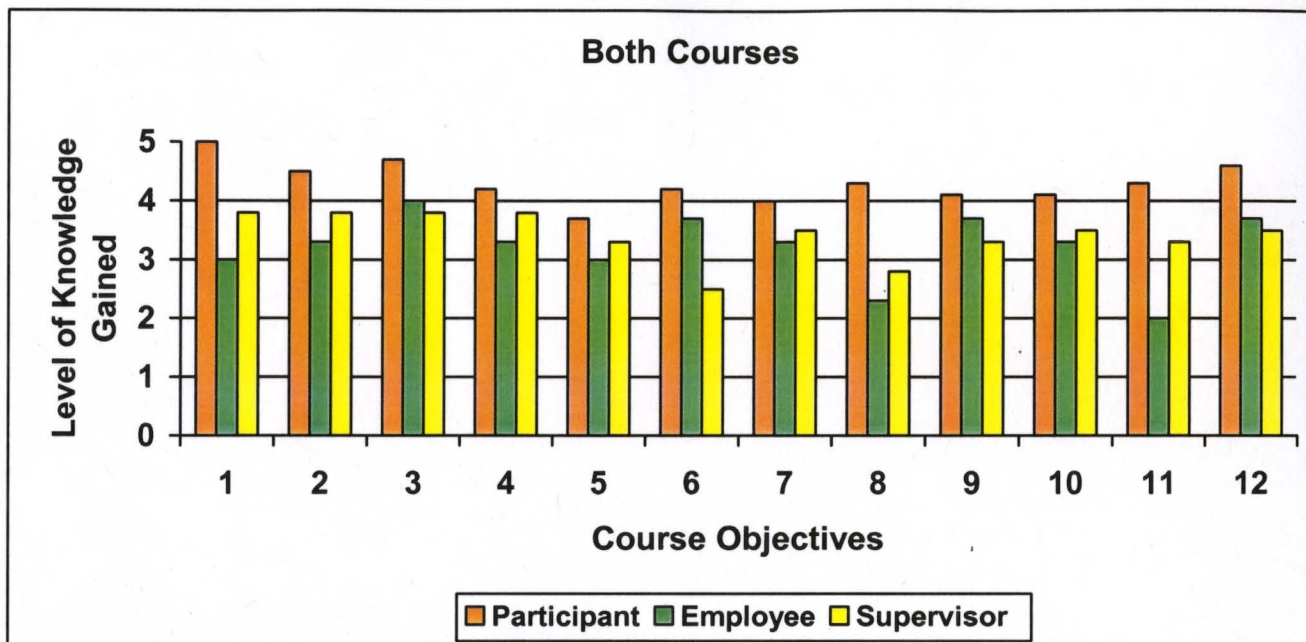
**Objective 10:** Ability to take positive, effective action to control behavior performance problems. –(Supervisor begins with Coaching and Counseling before moving on to Progressive Discipline).

**Objective 11:** Ability to apply the Employee Performance and Development Plan (EPDP) system as a performance management tool.

**Objective 12:** Ability to use required progressive discipline procedures to effectively manage disciplinary situations.

#### **Personnel Practices Course Findings:**

- Employee rated participant's level of knowledge gained higher than the supervisor rated the participant, but the rating was still lower than participant for all five objectives.
- Objective 8: "Ability to conduct an effective and defensible interview and select the best person for the job" had the lowest average scores by Employee and Supervisor.
- Objective 9: "Ability to establish and use job standards as problem prevention tools" had the least amount of differential between the three types of respondents.
- Objective 10: "Ability to take positive, effective action to control behavior performance problems" rated the highest between the three respondents.
- Objective 12: "Ability to use required progressive discipline procedures to effectively manage disciplinary situations" had the biggest gap between Participant and Supervisor.
- **Overall Rating:** Some Level of Knowledge Gained (3.9 out of 5).



**Objective 1:** Develop an understanding of the role of supervision in today's environment.

**Objective 2:** Develop an understanding of the role of clear communication in accomplishing desired results.

**Objective 3:** Recognize the characteristics of leadership that create effective work environments.

**Objective 4:** Effectively establish and implement work goals.

**Objective 5:** Develop an understanding of how to establish a motivating environment.

**Objective 6:** Apply differing leadership styles in various situations.

**Objective 7:** Practice effective delegation.

**Objective 8:** Ability to conduct an effective and defensible interview and select the best person for the job.

**Objective 9:** Ability to establish and use job standards as problem prevention tools.

**Objective 10:** Ability to take positive, effective action to control behavior performance problems.

**Objective 11:** Ability to apply the Employee Performance and Development Plan (EPDP) system as a performance management tool.

**Objective 12:** Ability to use required progressive discipline procedures to effectively manage disciplinary situations.

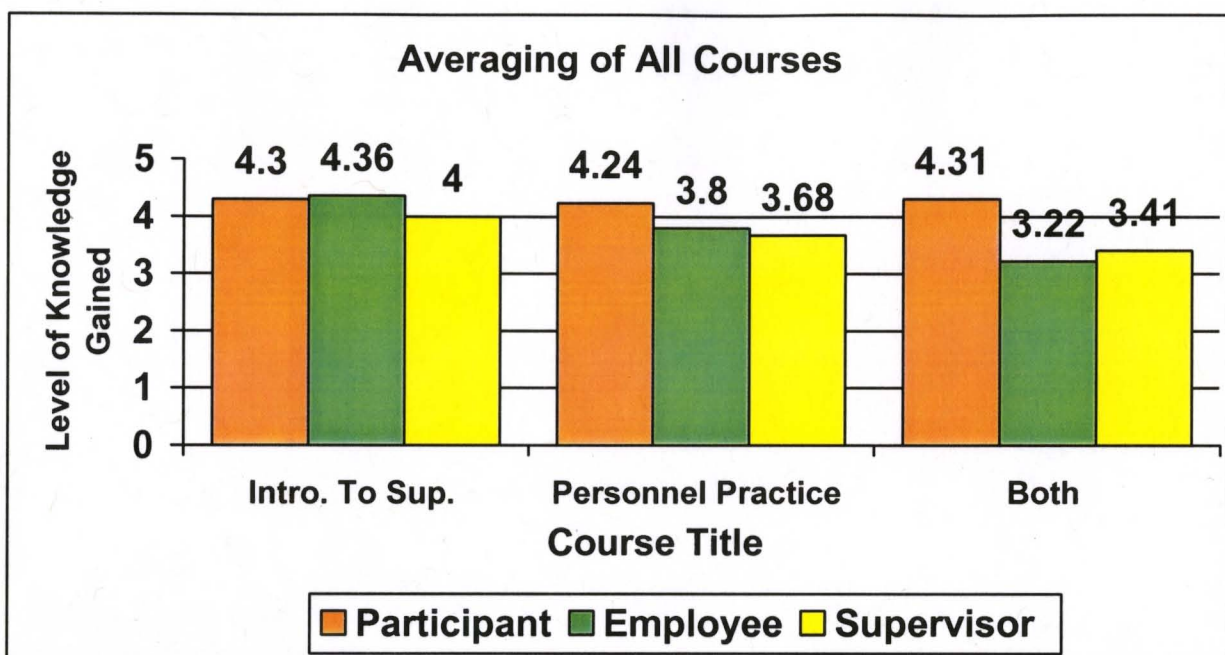
**Note:**

- Objectives 1 through 7 are the same as those listed for "Introduction to Supervision".
- Objectives 8 through 12 are the same as those listed for "Personnel Practices".

### **Both Courses (Introduction to Supervision & Personnel Practices) Findings:**

- The ratings for all twelve objectives were lower than the ratings for either course individually.
- Objective 6: “Apply differing leadership styles in various situations,” and Objective 8: “Ability to conduct an effective and defensible interview and select the best person for the job”, were rated the lowest by supervisors.
- Objective 11: “Ability to apply the EPDP system as a performance management tool,” is lowest for employees.
- Objective 11: “Ability to apply the EPDP system as a performance management tool” had two, which were the most number of **0—Have not observed** responses.
- **Overall rating:** Some Level of Knowledge Gained (3.64 out of 5) —Note: This rating does not include Objective 11: “Ability to apply the EPDP system as a performance management tool,” **Have not observed** scores of zero.





#### Overall Findings:

- To ensure participants were given adequate time to practice the various objectives taught in the courses, the population size was limited to current employees who attended during the established twelve-month period. "Introduction to Supervision" had the highest number questionnaires sent to participants (134). This low number may impact the results due to a low response rate.
- The highest response rate of twenty-four percent (24%) was from participants who attended both "Introduction to Supervision" and "Personnel Practices". The desired response rate for a survey of this size is 60% or better. This low response rate may impact the results in terms of its statistical significance.
- All three respondents felt that the level of knowledge gained was greatest for "Introduction to Supervision" (Moderate Level of Knowledge Gained) with the lowest being both courses (Some Level of Knowledge Gained).
- "Introduction to Supervision" Objective 7: "Practice effective delegation" scored the lowest of the seven course objectives.
- "Personnel Practices" Objective 8: "Ability to conduct an effective and defensible interview and select the best person for the job" scored the lowest of the five course objectives.
- Both Courses Objective 6: "Apply differing leadership styles in various situations" scored the lowest of the twelve objectives compiled from both courses.

## **V. Implementation Plan**

The responsibility to implement the plan lies with the Office of Quality Management with its mission to develop and provide competency-based continuing education and training.

Depending on the results, it is expected to use this process on other agency trainings as part of an office scorecard.

The next phase of the process to begin shortly after July 2007 is to replicate this project using other courses that also require the participant to demonstrate the same level of proficiency beyond awareness (i.e. action plan, post test).

Several obstacles have been identified. Two of them are system related and one is time related.

The two system obstacles are: The new Learning Management System (LMS) currently being discussed and eventually purchased. The LMS will replace TraMS and is more state of the art.

And, the E-Leave System was supposed to be in place last fall and eventually became on-line this winter with the Office of Personnel Services correcting problems as they arise. The E-Leave System was the original method used to find participant supervisor. The final unexpected obstacle was the return rate on the questionnaires.

The Office of Quality Management participates in numerous meetings with managers from all levels and all units of the agency and will on a regular basis communicate scorecard results.

(Executive Management Team Meeting, Strategic Planning Council, Regional Administrator and Director Meetings, Continuous Quality Improvement Committee to name a few)

## VI. Recommendations

There are four recommendations to be considered:

- First, the findings in the data analysis section may not be statistical significant due to the population size and low response rate. Since the process for conducting the questionnaire (spreadsheets, questionnaires, reports, etc.) are already in place, recommend replicating the study by addressing the questionnaire to specific participants, employees and supervisors separately instead of having the participants forward the questionnaire to others. This change may lead to a higher response rate.
- Second, check the questionnaire to see what improvements can be made to assist with the response rate.
- Third, the findings area of the data analysis section revealed less than moderate knowledge gained on a few of the course objectives. Recommend if correct meet with instructors to discuss quality of content and delivery. Meet with some supervisors to see what instructions they gave to participants pertaining to expectations upon return to the job. What follow-up and feedback was provided afterwards and was there sufficient time given to participants to apply what was learned. Also meet with some participants to ask what were the reasons for the low response rate.
- Fourth, use the data – “Some Level of Knowledge Gained” as a baseline for future surveys to see if the knowledge gained improves to “Moderate” and than “Significant” over time.

## VII. References

1. South Carolina Department of Health and Environmental Control, Strategic Plan 2005-2010.
2. DHEC Administrative Policy Manual, September 2006.
3. Jack J. Phillips, "Handbook of Training Evaluation and Measurement Methods," third edition, 1997.
4. P. Nick Blanchard and James W. Thacker, "Effective Training: Systems, Strategies, and Practices" 1999.
5. Toni K. Hodges, "Linking Learning and Performance: A Practical Guide to Measuring Learning and On-the-Job Application," 2002.
6. Donald L. Kirkpatrick, "Evaluating Training Programs – The Four Levels," 1994.
7. 2006 Office of Quality Management Training Catalog.

## **VIII. Appendices**

**Appendix A:** Course Evaluation Data.

**Appendix B:** Questionnaires sent to participants, their employees and supervisors.

**Appendix C:** Course information for Introduction to Supervision and Personnel Practices  
(2006 OQM Training Catalog.)



# Introduction to Supervision Course Evaluation

## EVALUATION QUESTIONNAIRE

	Class Participant	Employee Supervised by Class Participant	Supervisor of Class Participant
Develop an understanding of the role of supervision in today's environment	4.4	4.4	4.1
Develop an understanding of the role of clear communication in accomplishing desired results	4.6	4.8	4.1
Recognize the characteristics of leadership that create effective work environments	4.3	4.6	4.3
Effectively establish and implement work goals	4.2	4.2	4.2
Develop an understanding of how to establish a motivating environment	4.3	4.3	3.7
Apply differing leadership styles in various situations	4.2	4.3	3.9
Practice effective delegation	4.1	4.1	3.7

Above scores are averages based on values of 0 - 5 with 5 being the top value

# Personnel Practices Courses Evaluation

## EVALUATION QUESTIONNAIRE

	Class Participant	Employee Supervised by Class Participant	Supervisor of Class Participant
Ability to Conduct an effective and defensible interview and select the best person for the job	3.8	3.6	3.3
Ability to Establish and use job standards as problem prevention tools	3.9	3.8	3.9
Ability to Take positive, effective action to control behavior performance problems	4.2	4.0	3.7
Ability to Apply the EPDP system as a performance management tool	3.9	3.8	3.6
Ability to use required progressive discipline procedures to effectively manage disciplinary situations	4.1	3.8	3.3

Above scores are averages based on values of 0 - 5 with 5 being the top value



# Introduction to Supervision & Personnel Practices Courses Evaluation

## EVALUATION QUESTIONNAIRE

	Class Participant	Employee Supervised by Class Participant	Supervisor of Class Participant
Develop an understanding of the role of supervision in today's environment	5.0	3.0	3.8
Develop an understanding of the role of clear communication in accomplishing desired results	4.6	3.3	3.8
Recognize the characteristics of leadership that create effective work environments	4.7	4.0	3.8
Effectively establish and implement work goals	4.1	3.3	3.8
Develop an understanding of how to establish a motivating environment	3.7	3.0	3.3
Apply differing leadership styles in various situations	4.1	3.7	2.5
Practice effective delegation	4.0	3.3	3.5
Ability to Conduct an effective and defensible interview and select the best person for the job	4.2	2.3	2.8
Ability to Establish and use job standards as problem prevention tools	4.1	3.7	3.3
Ability to Take positive, effective action to control behavior performance problems	4.1	3.3	3.5
Ability to Apply the EPDP system as a performance management tool	4.3	0.7	3.3
Ability to use required progressive discipline procedures to effectively manage disciplinary situations	4.7	3.7	3.5
Above scores are averages based on values of 0 - 5 with 5 being the top value			

## Introduction to Supervision Participant Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

When answering the questions, please use the scale below to rate the knowledge you gained from the training. Place an "X" in the block that corresponds to your answer. Your confidential responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained

	5	4	3	2	1
1.Develop an understanding of the role of supervision in today's environment.					
2. Develop an understanding of the role of clear communication in accomplishing desired results.					
3.Recognize the characteristics of leadership that create effective work environments.					
4.Effectively establish and implement work goals.					
5.Develop an understanding of how to establish a motivating environment					
6.Apply differing leadership styles in various situations.					
7.Practice effective delegation					

**Once you have completed the questionnaire, please send via e-mail to: [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution to Mark E. Morris, Office of Quality Management within seven days if possible. Thank you for your assistance.**

## Introduction to Supervision Employee Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

Supervisory Course Participant, please provide this questionnaire to an employee you supervise if applicable and have them submit it to address options below.

When answering the questions, please use the scale below to rate the knowledge your supervisor gained from the training. Place an "X" in the block that corresponds to your answer. Your confidential responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained
- 0 – Have not Observed

	5	4	3	2	1	0
1e.Develop an understanding of the role of supervision in today's environment.						
2e. Develop an understanding of the role of clear communication in accomplishing desired results.						
3e.Recognize the characteristics of leadership that create effective work environments.						
4e.Effectively establish and implement work goals.						
5e.Develop an understanding of how to establish a motivating environment						
6e.Apply differing leadership styles in various situations.						
7e.Practice effective delegation						

Once you have completed the questionnaire, please return via e-mail to: [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution: Mark E. Morris, Office of Quality Management. Please respond within seven days if possible. Thank you for your assistance.

## Introduction to Supervision Supervisor Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

Please provide this questionnaire to your supervisor if applicable.

When answering the questions, please use the scale below to rate the knowledge your employee gained from the training. Place an "X" in the block that corresponds to your answer. Your confidential responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained
- 0 – Have not Observed

	5	4	3	2	1	0
1s.Develop an understanding of the role of supervision in today's environment.						
2s. Develop an understanding of the role of clear communication in accomplishing desired results.						
3s.Recognize the characteristics of leadership that create effective work environments.						
4s.Effectively establish and implement work goals.						
5s.Develop an understanding of how to establish a motivating environment						
6s.Apply differing leadership styles in various situations.						
7s.Practice effective delegation						

**Once you have completed the questionnaire, please return via e-mail – [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution: Mark E. Morris, Office of Quality Management. Please respond within seven days if possible. Thank you for your assistance.**

## Personnel Practices Participant Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

When answering the questions, please use the scale below to rate the knowledge you gained from the training. Place an "X" in the block that corresponds to your answer. Your confidential responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained

	5	4	3	2	1
8.Ability to Conduct an effective and defensible interview and select the best person for the job.					
9.Ability to Establish and use job standards as problem prevention tools.					
10.Ability to Take positive, effective action to control behavior performance problems.					
11.Ability to Apply the EPDP system as a performance management tool.					
12. Ability to use required progressive discipline procedures to effectively manage disciplinary situations.					

**Once you have completed the questionnaire, please send via e-mail to: [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution to Mark E. Morris, Office of Quality Management within seven days if possible. Thank you for your assistance.**

## Personnel Practices Employee Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

Supervisory Course Participant, please provide this questionnaire to an employee you supervise if applicable and have them submit it to address options below.

When answering the questions, please use the scale below to rate the knowledge your supervisor gained from the training. Place an "X" in the block that corresponds to your answer. Your confidential responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained
- 0 -- Have not Observed

	5	4	3	2	1	0
8e.Ability to Conduct an effective and defensible interview and select the best person for the job.						
9e.Ability to Establish and use job standards as problem prevention tools.						
10e.Ability to Take positive, effective action to control behavior performance problems.						
11e.Ability to Apply the EPDP system as a performance management tool.						
12e. Ability to use required progressive discipline procedures to effectively manage disciplinary situations.						

Once you have completed the survey, please return via e-mail to: [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution: Mark E. Morris, Office of Quality Management. Please respond within seven days if possible. Thank you for your assistance.



## Personnel Practices Supervisor Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

Supervisory Course Participant, please provide this questionnaire to your supervisor if applicable and have them submit it to one of the address options below.

When answering the questions, please use the scale below to rate the knowledge your employee gained from the training. Place an "X" in the block that corresponds to your answer. Your responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained
- 0 -- Have not Observed

	5	4	3	2	1	0
8s.Ability to Conduct an effective and defensible interview and select the best person for the job.						
9s.Ability to Establish and use job standards as problem prevention tools.						
10s.Ability to Take positive, effective action to control behavior performance problems.						
11s.Ability to Apply the EPDP system as a performance management tool.						
12s. Ability to use required progressive discipline procedures to effectively manage disciplinary situations.						

**Once you have completed the questionnaire, please return via e-mail – [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution: Mark E. Morris, Office of Quality Management. Please respond within seven days if possible. Thank you for your assistance.**

## Introduction to Supervision & Personnel Practices Participant Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

When answering the questions, please use the scale below to rate the knowledge you gained from the training. Place an "X" in the block that corresponds to your answer. Your responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained

	5	4	3	2	1
21. Develop an understanding of the role of supervision in today's environment.					
22. Develop an understanding of the role of clear communication in accomplishing desired results.					
23. Recognize the characteristics of leadership that create effective work environments.					
24. Effectively establish and implement work goals.					
25. Develop an understanding of how to establish a motivating environment					
26. Apply differing leadership styles in various situations.					
27. Practice effective delegation					
28. Ability to Conduct an effective and defensible interview and select the best person for the job.					
29. Ability to Establish and use job standards as problem prevention tools.					
30. Ability to Take positive, effective action to control behavior performance problems.					
31. Ability to Apply the EPDP system as a performance management tool.					
32. Ability to use required progressive discipline procedures to effectively manage disciplinary situations.					

Once you have completed the questionnaire, please send via e-mail to: [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution to Mark E. Morris, Office of Quality Management within seven days if possible. Thank you for your assistance.

## Introduction to Supervision & Personnel Practices Employee Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

Supervisory Course Participant, please provide this questionnaire to an employee you supervise if applicable and have them submit it to one of the address options below.

When answering the questions, please use the scale below to rate the knowledge your supervisor gained from the training. Place an "X" in the block that corresponds to your answer. Your confidential responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained
- 0 – Have not observed

	5	4	3	2	1	0
21e. Develop an understanding of the role of supervision in today's environment.						
22e. Develop an understanding of the role of clear communication in accomplishing desired results.						
23e. Recognize the characteristics of leadership that create effective work environments.						
24e. Effectively establish and implement work goals.						
25e. Develop an understanding of how to establish a motivating environment						
26e. Apply differing leadership styles in various situations.						
27e. Practice effective delegation						
28e. Ability to Conduct an effective and defensible interview and select the best person for the job.						
29e. Ability to Establish and use job standards as problem prevention tools.						
30e. Ability to Take positive, effective action to control behavior performance problems.						
31e. Ability to Apply the EPDP system as a performance management tool.						
32e. Ability to use required progressive discipline procedures to effectively manage disciplinary situations.						

**Once you have completed the questionnaire, please return via e-mail to: [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution: Mark E. Morris, Office of Quality Management. Please respond within seven days if possible. Thank you for your assistance.**

## Introduction to Supervision & Personnel Practices Supervisor Questionnaire

The purpose of this questionnaire is to assist the Office of Quality Management in its evaluation of the effectiveness of Agency Mandatory Supervisory Training.

Supervisory Course Participant, please provide this questionnaire to your supervisor if applicable and have them submit it to one of the address options below.

When answering the questions, please use the scale below to rate the knowledge your employee gained from the training. Place an "X" in the block that corresponds to your answer. Your confidential responses will help to determine the effectiveness of agency supervisory training.

- 5 – Significant Knowledge Gained
- 4—Moderate Knowledge Gained
- 3—Some Knowledge Gained
- 2 – Little Knowledge Gained
- 1—No Knowledge Gained
- 0 – Have not observed

	5	4	3	2	1	0
21s. Develop an understanding of the role of supervision in today's environment.						
22s. Develop an understanding of the role of clear communication in accomplishing desired results.						
23s. Recognize the characteristics of leadership that create effective work environments.						
24s. Effectively establish and implement work goals.						
25s. Develop an understanding of how to establish a motivating environment						
26s. Apply differing leadership styles in various situations.						
27s. Practice effective delegation						
28s. Ability to Conduct an effective and defensible interview and select the best person for the job.						
29s. Ability to Establish and use job standards as problem prevention tools.						
30s. Ability to Take positive, effective action to control behavior performance problems.						
31s. Ability to Apply the EPDP system as a performance management tool.						
32s. Ability to use required progressive discipline procedures to effectively manage disciplinary situations.						

**Once you have completed the questionnaire, please return via e-mail to: [morrisme@dhec.sc.gov](mailto:morrisme@dhec.sc.gov) or through agency distribution: Mark E. Morris, Office of Quality Management. Please respond within seven days if possible. Thank you for your assistance.**

# Appendix C

## **Introduction to Supervision (formerly Supervisory Skills)**

**Course Description:** A four-day course that will provide employees with the knowledge, skills and abilities to exercise their responsibilities as supervisors. Participants will gain skills in the following areas: goal setting, delegation, motivation, communication, and leadership as they begin to understand the overall role of the supervisor.

### **A 4-day course**

#### **Audience:**

- Required for all new supervisors.

**Contact Hours:** (24) --- 9:00 AM - 4:00 PM

**Location:** Quality Training Center, 8500 Farrow Road, State Park Health Center

#### **Objectives:**

- Understand the role of supervision in today's environment.
- Understand the role of clear communication in accomplishing desired results.
- Recognize the characteristics of leadership that create effective work environments.
- Effectively establish and implement work goals.
- Develop an understanding of how to establish a motivating environment.
- Apply differing leadership styles in various situations.
- Practice effective delegation.

**Core Public Health Competencies:** Communication Skills, Cultural Competency Skills, Management Skills, Leadership and Systems Thinking.

**Personnel Practices** (formerly HR Skills)

**Course Description:** This course is designed to develop the knowledge, skills and abilities to conduct an effective interview and select new employees, effectively apply the Agency's Affirmative Action and EEO policy, establish job standards, evaluate employee performance with the EPDP, identify behavior and performance problems, apply the Agency's Progressive Discipline policy. Participants will also develop an understanding of the Agency's Grievance Process.

**A 4-day course**

**Audience:**

- Required for all new supervisors.

**Contact Hours:** (24) --- 9:00 AM - 4:00 PM

**Location:** Quality Training Center, 8500 Farrow Road, State Park Health Center

**Objectives:**

- Conduct an effective and defensible interview and select the best person for the job.
- Establish and use job standards as problem prevention tools.
- Take positive, effective action to control behavior performance problems.
- Apply the EPDP system as a performance management tool.
- Use required progressive discipline procedures to effectively manage disciplinary situations.

**Core Public Health Competencies:** Communication Skills, Management Skills, Cultural Competency Skills.